

ED PACE: Facilitator Survey

To help us learn more about your school's implementation of the Virtual School 1A/1B Spanish program and your role as facilitator, please take a moment to complete the following survey. All the information you provide will be kept confidential, and no names will be used in our reports. Thanks for your time.

1. Name: _____

2. School: _____

3. Phone: _____ email: _____

4. Is this your first year as a facilitator in the Virtual School middle school Spanish program?

Yes No (you may skip ahead to #8)

5. What course(s) are you certified to teach?

- General Studies (k-6/k-8) Foreign Language Physical Education Driver Education
 Mathematics Science Fine Arts Vocational/Technical
 English/Language Arts Health Special Education Music
 Social Studies Other _____ text box _____

6. What course(s), not including the Virtual Spanish Course, do you currently teach?

- I am retired
 Mathematics Foreign Language Physical Education Driver Education
 English/Language Arts Science Fine Arts Vocational/Technical
 Social Studies Health Special Education Music
 Other _____ text box _____

7. How many years have you been teaching? [pull down menu: less than 1 year; 1-5 6-10 11-15 16+]

8. How would you rate your computer ability? [pull down menu: Poor; Moderate ; Good ; Very Good]

1	3	4	5
Poor	Moderate	Good	Very good
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How would you rate your proficiency in Spanish:

	1	2	3	4	5
	None	Minimal	Adequate	Pretty good	Excellent
When you started the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this point in the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[boxed section begins]

10. Please answer the following questions (a-e) for your **1A class**. If you are not teaching a 1A class, please skip down to #11.

a. What criteria, if any, were used to select students for your 1A class? Check all that apply.

- Achievement test scores (e.g., WESTEST)
 Class grades
 Teacher recommendation
 Parent/student request
 No criteria were used

b. In this 1A class, which activities do your students find the most engaging (i.e., those activities that they find stimulating and challenging and that hold their attention)?

<i>Students are engaged when they...</i>	1 Not at all	2 A little	3 Somewhat	4 Very
do matching or timed exercises on the computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do fill in the blank activities on the computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write sentences in Spanish on the computer (e.g., email, activity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
read blocks of Spanish text on the computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to Spanish on the computer (e.g., using headphones).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take Spanish tests online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
send voice emails in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create PowerPoint presentation in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete paper module worksheets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speak Spanish in class (e.g., repeating, answering questions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in phone activities with the lead teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sing songs in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do hands-on projects (e.g., crafts, cooking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use whiteboards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use flashcards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. How often do students in this 1A class use Spanish in the following ways?

<i>Students...</i>	1 Never	2 Rarely	3 Occasionally	4 Frequently
speak Spanish informally (e.g., greeting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate in Spanish using complete sentences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
read paragraphs in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write paragraphs in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to extended passages in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[boxed section ends]				

[boxed section begins]

11. Please answer the following questions (a-e) for your **1B class**. If you are not teaching a 1B class, please skip down to #12.

a. What criteria, if any, were used to select students for your 1B class? Check all that apply.

- Achievement test scores (e.g., WESTEST)
- Class grades
- Teacher recommendation
- Parent/student request
- No criteria were used

b. In this 1B class, which activities do your students find the most engaging (i.e., those activities that they find stimulating and challenging and that hold their attention)?

<i>Students seem engaged when they...</i>	1 Not at all	2 A little	3 Somewhat	4 Very
do matching or timed exercises on the computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do fill in the blank activities on the computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write sentences in Spanish on the computer (e.g., email, activity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- read blocks of Spanish text on the computer.
- listen to Spanish on the computer (e.g., using headphones).
- take Spanish tests online.
- send voice emails in Spanish.
- create PowerPoint presentation in Spanish.
- complete paper module worksheets.
- speak Spanish in class (e.g., repeating, answering questions).
- participate in phone activities with the lead teacher.
- sing songs in Spanish.
- do hands-on projects (e.g., crafts, cooking).
- use whiteboards.
- use flashcards.

c. How often do students in this 1A class use Spanish in the following ways?

<i>Students...</i>	1 Never	2 Rarely	3 Occasionally	4 Frequently
speak Spanish informally (e.g., greeting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate in Spanish using complete sentences.				
read paragraphs in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
write paragraphs in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen to extended passages in Spanish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[box section ends]

12. Overall, what are some of the challenges that students face in your virtual class(es)?

[text box]

13. How do you help students to meet those challenges?

[text box]

14. In each of your virtual Spanish classes, how would you rate your students' ability to take responsibility for their learning (e.g., keep up with assignments, work independently)? If you do not teach that class choose "not applicable."

Students in my 1A Virtual Spanish class:

[pull down]

- Take no responsibility
- Take a little responsibility
- Take some responsibility
- Take a lot of responsibility
- Not applicable

Students in my 1B Virtual Spanish class:

[pull down]

- Take no responsibility
- Take a little responsibility
- Take some responsibility
- Take a lot of responsibility
- Not applicable

15. Describe some ways you encourage your virtual Spanish students to take responsibility for their learning:

[text box]

16. How would you describe the reactions of the following groups to the Virtual School 1A/1B program?

	1 Very negative	2 Mostly negative	3 Mixed response	4 Mostly positive	5 Very positive
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How would you describe your role as facilitator to someone new to the program (e.g., a new facilitator)?

[text box]

18. Please give some examples of ways in which the three-member team (facilitator, adjunct, lead) works together to support student learning:

[text box]

19. What changes, if any, would you make in the balance of roles and responsibilities of the three-member team?

[text box]

20. On average, how often do you initiate email or phone contact with the team, students, and parents?

	1 Every few weeks	2 Once a week	3 Every few days	4 Once a day	5 More than once a day
Lead Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjunct Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What kinds of things do you discuss in your communication with the lead teacher?

[text box]

22. What kinds of things do you discuss in your communication with the adjunct teacher?

[text box]

23. We would like to document those instances when students contact members of the team without being prompted (e.g., other than telephone time or when they are assigned). Overall, how often do students initiate contact with the three-member team or their virtual amigo:

	1 Every few weeks	2 Once a week	3 Every few days	4 Once a day	5 More than once a day
Lead Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjunct Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual Amigo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. What are some of the reasons that students might contact the lead teachers?

[text box]

25. What are some of the reasons that students might contact the adjunct teachers?

[text box]

26. What are some of the reasons that students might contact you via email?

[text box]

27. How many of your students use Spanish when they email their virtual amigo?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| None | Few | Some | Most | I don't know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. How often are you cc'd (copied) on the following email correspondence?

	Never	Rarely	Occasionally	Frequently
Emails from the adjunct teacher to lead teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from the adjunct teacher to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from the lead teacher to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from a student to the lead teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from a student to the adjunct teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emails from a student to his/her virtual amigo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In what instances might you follow up or comment on correspondence cc'd to you?

[text box]

30. How often do students do the following in your Virtual School 1A/1B Spanish class(es)?

In my classroom:

	Never	Rarely	Occasionally	Frequently
Students help each other with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students help each other with content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students initiate group activities (e.g., songs, cheers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work in pairs or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students ask me to repeat activities (e.g., replay a CD or video).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students share how they use Spanish outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. In your Virtual Spanish classroom, how often do *you* use Spanish as described in the statements below?

	Never	Rarely	Occasionally	Frequently
I read Spanish words aloud from the lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I model pronunciation of Spanish as part of a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in telephone time as a co-learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use short Spanish phrases for greeting/and or praise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I correct student Spanish pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. In your Virtual Spanish classroom, how often do *you* assist with Spanish program content as described in the statements below?

	Never	Rarely	Occasionally	Frequently
I use the answer key or lesson plan to answer student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I refer to past lessons in the module to answer student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I draw on my existing knowledge to answer student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I email/telephone the adjunct or lead teacher to answer content-related questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I connect what we are learning in Spanish to other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make cultural and real-world connections with Spanish content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. During a typical Virtual Spanish class, how often would you say that technology functions as expected?

1	2	3	4	5
Never	Rarely	Sometimes	Usually	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Do you need additional technology support? [pull down menu: Yes, No]

35. Have there been particular technological challenges this year? [pull down menu: Yes, No]

If yes, please describe

[text box]

Thanks for your time!

SUBMIT